

# Public Document Pack



## Agenda for a meeting of the Regeneration and Economy Overview and Scrutiny Committee to be held on Tuesday 13 March 2018 at 6.00pm in Committee Room 1, City Hall, Bradford

### Members of the Committee – Councillors

CONSERVATIVE	LABOUR	LIBERAL DEMOCRAT AND INDEPENDENT	GREEN	INDEPENDENT
Heseltine Mallinson	Farley Jamil H Khan Nazir	Fear	H Hussain	K Hussain

### Alternates:

CONSERVATIVE	LABOUR	LIBERAL DEMOCRAT AND INDEPENDENT	GREEN
Pennington Whiteley	Green Johnson Salam Sharp	R Ahmed	Warnes

### Notes:

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- If any further information is required about any item on this agenda, please contact the officer named at the foot of that agenda item.

### From:

Michael Bowness  
Interim City Solicitor

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### To:

## **A. PROCEDURAL ITEMS**

### **1. ALTERNATE MEMBERS (Standing Order 34)**

The City Solicitor will report the names of alternate Members who are attending the meeting in place of appointed Members.

### **2. DISCLOSURES OF INTEREST**

(Members Code of Conduct - Part 4A of the Constitution)

To receive disclosures of interests from members and co-opted members on matters to be considered at the meeting. The disclosure must include the nature of the interest.

An interest must also be disclosed in the meeting when it becomes apparent to the member during the meeting.

*Notes:*

- (1) Members may remain in the meeting and take part fully in discussion and voting unless the interest is a disclosable pecuniary interest or an interest which the Member feels would call into question their compliance with the wider principles set out in the Code of Conduct. Disclosable pecuniary interests relate to the Member concerned or their spouse/partner.*
- (2) Members in arrears of Council Tax by more than two months must not vote in decisions on, or which might affect, budget calculations, and must disclose at the meeting that this restriction applies to them. A failure to comply with these requirements is a criminal offence under section 106 of the Local Government Finance Act 1992.*
- (3) Members are also welcome to disclose interests which are not disclosable pecuniary interests but which they consider should be made in the interest of clarity.*
- (4) Officers must disclose interests in accordance with Council Standing Order 44.*

### **3. INSPECTION OF REPORTS AND BACKGROUND PAPERS**

(Access to Information Procedure Rules – Part 3B of the Constitution)

Reports and background papers for agenda items may be inspected by contacting the person shown after each agenda item. Certain reports and background papers may be restricted.

Any request to remove the restriction on a report or background paper should be made to the relevant Strategic Director or Assistant Director whose name is shown on the front page of the report.

If that request is refused, there is a right of appeal to this meeting.

Please contact the officer shown below in advance of the meeting if you wish to appeal.

(Asad Shah/Sheila Farnhill – 01274 432280/2268)

#### **4. REFERRALS TO THE OVERVIEW AND SCRUTINY COMMITTEE**

Any referrals that have been made to this Committee up to and including the date of publication of this agenda will be reported at the meeting.

### **B. OVERVIEW AND SCRUTINY ACTIVITIES**

#### **5. NATIONAL SCIENCE AND MEDIA MUSEUM - 3 YEAR PLAN**

1 - 16

The Director of the National Science and Media Museum will present a report (**Document “AA”**) which updates Members on the progress made in respect of the Museum’s three year plan covering the period April 2015 to March 2018.

**The views of the Committee are requested and will be relayed to the Museum’s Trustees.**

(Bobsie Robinson – 01274 432922)

#### **6. GET BRADFORD WORKING - UPDATE**

17 - 26

The Strategic Director (Children’s Services) will submit a report in respect of the Get Bradford Working programme (**Document “AB”**), which aims to tackle the issues and barriers facing Bradford residents in the labour market.

It gives details of the achievements of the programme to date and future plans.

**Recommended –**

- (1) That Document “AB” be noted and the continued success of the Get Bradford Working Programme in providing access to employment opportunities for those living in the Bradford district be welcomed.**

- (2) **That the work of the Council’s partners in delivering the Get Bradford Working programme be commended.**
- (3) **That Members of the Committee give a commitment to the promotion of the Get Bradford Working and Skills Training and Employment (STEP) programmes within their networks.**

(Matt Findull – 01274 439572)

## **7. SKILLS FOR WORK - UPDATE**

27 - 42

A report will be submitted by the Strategic Director (Children’s Services) (**Document “AC”**) which provides an overview of Skills for Work provision in the district.

The Service had been inspected by Ofsted in December 2017 and was judged to have maintained the ‘Good’ rating achieved in March 2014.

### **Recommended –**

**That Document “AC” be noted and the continued success of Skills for Work and its delivery of learning opportunities and apprenticeships across the Bradford district be welcomed.**

(Sarah Odor – 01274 439579)



**Report of the Director of the National Science and Media Museum to the meeting of Regeneration and Economy Overview and Scrutiny Committee to be held on 13 March 2018.**

**AA**

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**Subject:**

**National Science and Media Museum**

**Summary statement:**

The attached report provides an update on progress against the National Science and Media Museum's 3 year plan.

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Parveen Akhtar  
Interim Strategic Director – Corporate Services

**Portfolio:**

**Environment, Sport and Culture**

Jo Quinton-Tulloch  
Director – National Science and Media Museum

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**Overview & Scrutiny Area:**

**Regeneration and Economy**

## **1. SUMMARY**

- 1.1 The National Science & Media Museum has a 3 year plan from April 2015 – March 2018, designed to refocus its offer, with greater emphasis on Science, Technology, Engineering and Maths (STEM), and to re-invigorate its financial performance. This report summarises the progress being made to deliver that plan. The Council is investing £1m in the Museum over the three years.

## **2. BACKGROUND**

- 2.1 In April 2015, the Science Museum Group (SMG) and City of Bradford Metropolitan District Council (CBMDC) signed a 3 year Beneficiary Grant agreement related to enhancing Science, Technology, Engineering and Maths. The agreement is supported by a 3 year Learning Measures document.
- 2.2 The SMG and CBMDC both agreed to invest £1m to enable the National Science & Media Museum to transition to a new model with a focus on STEM subjects and an enhanced learning programme to improve STEM learning and career outcomes in Bradford.
- 2.3 The development of a STEM learning framework with the necessary support systems will ensure students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.
- 2.4 In order to measure the development and success of the learning activity funded by CBMDC and to demonstrate progress in meeting the investment objective as a series of targets were proposed, relating to:
- Learning activity with a STEM focus
  - Creating a centre of excellence in enabling people to engage with STEM
  - Develop an interactive gallery.

## **3. OTHER CONSIDERATIONS**

- 3.1 Council Officers are satisfied that the National Science & Media Museum is meeting the commitments it made in return for the three year investment. These and other achievements are explained in the report from the Museum's Director.

## **4. FINANCIAL & RESOURCE APPRAISAL**

- 4.1 None.

## **5. RISK MANAGEMENT AND GOVERNANCE ISSUES**

- 5.1 None.

**6. LEGAL APPRAISAL**

6.1 None.

**7. NOT FOR PUBLICATION DOCUMENTS**

7.1 None.

**8. RECOMMENDATIONS**

8.1 That the view of the Committee be fed back to the Museum Trustees

**9. APPENDICES**

9.1 Appendix 1 – National Science and Media Museum (NSMM): Three Year Plan

9.2 Appendix 2 – Progress report from the Director of the National Science and Media Museum.

**10. BACKGROUND DOCUMENTS**

10.1 None.

## **Appendix 1: National Science and Media Museum (NSMM): Three Year Plan**

Report to Regeneration & Economy Overview & Scrutiny committee  
March 2018

The following targets were agreed in 2015/16 as the KPIs for the partnership agreement between CBMDC and NSMM. The amends in red italics were agreed in June 2017 as the additional targets for 2017/18.

### **National Media Museum three year plan**

The National Media Museum (NMeM) is undertaking significant change to move to a sustainable operating model that will provide greater financial security in the future and ensure that attendance to the Museum and the cinemas grows. The aim is to create a strong offer that can be managed with less resource, over a smaller footprint. Recent work has led to clarity in the mission and vision, with a shared understanding of the purpose and future focus of the Museum around the STEM agenda with the following aims:

- An improved visitor offer that will ensure the Museum becomes a recognised destination and visitor numbers increase
- A refocus on STEM, aligning with the Science Museum Group to maximise opportunities to share expertise and deliver to local audience needs
- A change in culture and practice at the Museum that will lead to stronger partnerships, better integration in the local community and stronger profile nationally and internationally
- An overall reduction in the operating costs of the Museum, resulting from a rationalisation of the Estate and strategic changes in operation
- An operating model that will be sustainable in the long term, allowing more flexibility in times of economic challenge

### **Learning team three year plan**

Over the next three years the aim is to grow the Learning offer to increase impact and levels of participation with the NMeM collections and learning resources; establish the NMeM as a centre for excellence in engaging young people with STEM; build partnerships and stakeholder support, and establish a reputation that will ensure ongoing confidence, leading to more investment and funding to ensure the longer-term success of the Learning programmes.

In order to measure the development and success of the Learning activity, the following targets are proposed. The targets will be monitored and assessed each year, and may be amended or changed as the programmes develop. In all instances this will be to ensure that we grow the offer, build capacity and harness opportunities as they become apparent.

By 2018, our aim is to have doubled the number of schools from the Bradford district that have a learning experience with the National Media Museum.

#### **1. Learning activity**

Learning is embedded in every aspect of Museum activities and visitor experience. Specific growth in our learning activity will ensure that more schools are engaged with the Museum and we reach more students, their teachers and families.



Targets:

Activity	2015/16	2016/17	2017/18
Review of Learning team to deliver high-footfall, high-impact themed programme; build partnerships and community engagement	Recruitment of 2 new posts	Sustained delivery	Sustained delivery
Create a bookable STEM-focused schools offer linking to the curriculum and utilising the collections	6 bookable STEM show/workshops developed and delivered	<p>Sustained offer</p> <p>Extend the STEM school offer to KS1 and KS3 with 4 adapted each with clear links to Science National Curriculum.</p> <p>5 new science shows developed and tested in readiness for the Interactive Gallery opening in March 2017.</p> <p>Develop and train staff to deliver 7 exhibit extensions.</p> <p>Develop online pre and post learning resources for schools.</p>	<p>Sustained offer</p> <p>1 new science show/workshop, developed and delivered</p> <p><b>Proposed Target</b> <i>Launch the 2 outstanding shows for Wonderlab.</i></p> <p><i>Develop a school learning package including show, demonstrations and activity linked for the arrival of the Soyuz capsule.</i></p> <p><i>Develop a further 3 talks for SOAS.</i></p>
Deliver onsite family programme: 2 themed half-term programmes; summer series of activities/events	Sustained STEM related themed activities during holiday periods to grow family audience	Sustained STEM related themed activities during holiday periods to grow family audience	Sustained STEM related themed activities during holiday periods to grow family audience
Create a teachers advisory panel/forum and host networking events	Advisory panel established; meet at least once	Teachers Advisory Panel and STEM Networking events are delivered jointly 3 times per year. Network events become high impact and offer training and advice for teachers on STEM. At least 50	<p>Sustain delivery of high impact STEM Network events for teachers.</p> <p><b>Proposed Target</b> <i>Delivery of 3 high impact STEM Network events for teachers. At least 70</i></p>

		teachers at each event. Advisory Panel activity built into events.	<i>teachers at each event. Advisory Panel activity continues to be built into events.</i>
Create a database of schools/teachers delivering STEM	Data base set up	Relationships developed with schools and teachers locally, regionally and nationally. Develop a Bradford specific school marketing plan. Issue 3 newsletters per year.	Build relationships, develop communication network; issue 1 newsletter  <b><i>Proposed Target</i></b> <i>Issue 3 newsletters per year.</i>  <i>Develop a relationship with one new school cluster in Bradford.</i>  <i>Make contact with the remaining 59 Bradford Schools who have not yet engaged.</i>  <i>Fully integrate data for all learning events to Tessitura.</i>

In addition, as part of the Science Museum Group the Learning team at NMeM benefits from the sharing of expertise and involvement in national projects that deliver across all museums. The Enterprising Science Project will deliver teacher training, providing CPD to Bradford STEM teachers, as part of a national project. This externally funded programme runs until 2018.

Grow the reputation nationally and internationally through attendance at 2 conferences per year, presenting papers and sharing research and work.

## **2. Centre for excellence in engaging with STEM**

By 2018 the NMeM will be established as a hub for STEM engagement with all audiences in Bradford, with a focus on the opportunities to engage young people from disadvantaged backgrounds in STEM learning. Specific programmes will be devised that target local schools and communities, with research and impact analysis embedded in the projects. A focus on STEM learning will also lead to greater collaboration with other STEM organisations and providers of education and training in the local area and nationally.

Targets:

Activity	Measure 2015/16	Measure 2016/17	Measure 2017/18
Become a Board member of a Centre of Excellence in Bradford	Join Board	Be an active Board member	Be an active Board member
STEM partnership project that engages with community and/or school groups, involving local and national partners	One partnership project established. This is funding dependent but there are already proposals being considered	Build at least 2 new relationships with Bradford based organisations to increase the science capital of young people in Bradford.	<p>Ongoing delivery. Research collated to provide evidence for impact; support for further projects.</p> <p><b>Proposed Target</b>  <i>Maintain partnership with FLASS team to deliver Family Learning opportunities in the Museum.</i></p> <p><i>Deliver a programme of training on science capital with key STEM partners across the City.</i></p> <p><i>Deliver CPD training to teachers on Science Capital as part of the STEM Network Events.</i></p>
British Science Week	<p>Establish new programme; deliver workshops and activities throughout the week</p> <p>1000 instances of participation</p>	<p>Seek funding and deliver the Bradford Science Festival during British Science Week 2017.</p> <p>Festival delivered in partnership with key stakeholders.</p> <p>15000 Instance of Participation.</p>	<p>Deliver workshops and activities throughout the week</p> <p><b>Proposed Target</b>  <i>Deliver workshops and activities throughout British Science Week for schools and families.</i></p> <p><i>Give schools and families access to scientists during British Science Week.</i></p> <p><i>3000 instances of participation.</i></p>

British/Bradford Science Festival	<p>Deliver workshops and activities for British Science Festival, partnership with Bradford Uni, College etc; membership of working groups</p> <p>1500 instances of participation</p>	<p>Joined with above</p>	<p>Sustained delivery of workshops and activities</p> <p>Growth in instances of participation</p> <p><b><i>Proposed Target</i></b> <i>Delivery of the Bradford Science Festival 2017. 15,000 Instances of Participation.</i></p> <p><i>Festival delivered in partnership with key stakeholders.</i></p> <p><i>Plans in place to grow the Festival to a week-long in 2018.</i></p>
Build relationships with other STEM providers	<p>Assessment of current providers, including Bradford Council, STEMNET, University, College. Integrate Learning activity to leverage impact</p>	<p>Continue to lead the Bradford District STEM Network.</p> <p>The Network to become a key stakeholder in the Bradford Science Festival.</p> <p>Deliver 1 collaborative event which will increase science capital for young people in Bradford.</p>	<p>Sustained working relationships; increased impact from projects.</p> <p><b><i>Proposed Target</i></b> <i>Continue to lead the Bradford District STEM Network.</i></p> <p><i>Work in partnership with the Network to deliver the Bradford Science Festival.</i></p>

In addition, the Learning team will work and partner with leading researchers from academic institutions to learn from best practice, involve Bradford based organisations with nationally relevant programmes, share findings and disseminate the work from Bradford to a wider field.

### 3. Interactive Gallery development

The first phase of the Masterplan will be the delivery of a world-class interactive gallery that supports the museum's core mission of illustrating the science, technology and art of the still and moving image. The project will deliver a new space with up to 30 interactive exhibits plus accompanying interpretation, a demonstration/show space, a programme of new workshops and science shows, and a set of on-line resources.

The following is a broad outline of the programme with some project milestones for the first year. Further detail will be confirmed as the project develops.

<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
Options appraisal completed to determine location, impacts of the project, phasing/timescales, outline costs	Delivery of a new Interactive gallery in March 2017.	Delivery of new interactive gallery  *accurate programme will be confirmed in 2015  <i>Proposed Target Gallery opened in March 2017.</i>  <i>Increase Educational Booked Group Numbers to 36,000</i>
Project initiation, with project team, detailed programme and delivery plan		
Content development		
Appointment of design team		

## **Appendix 2: National Science and Media Museum**

### **Report to Regeneration & Economy Overview & Scrutiny Committee March 2018**

This is the final year of the three-year partnership between the National Science and Museum (NSMM) and the City of Bradford Metropolitan District Council (CBMDC). Over the last three years the Museum has realigned to create the foundations for a new STEM focus for the Museum, re-training staff to deliver a STEM focused learning offer, changing the public programme and establishing new networks.

The last 12 months have seen a significant transformation of the Museum. On 23 March 2017 we re-launched the Museum with its new name – *National Science and Media Museum* – new brand, new website and the new interactive gallery – *Wonderlab*. The changes have been very well received, with positive and enthusiastic feedback from visitors, and extensive regional and national press coverage. Staff have also been noticeably energised since the launch.

Visitor figures in the first full month of operation following the relaunch (April 2017) were a staggering 55% ahead of the same period in 2016. We welcomed 32,200 visitors over the Easter holidays compared to 26,800 the previous Easter.

The exit survey data from April to December 2017 shows that physical visits to the Museum were up 30% compared to the first nine months of the previous year. Looking at the type of visitor, the growth is due to a very high volume of visits made in family groups (197,000 visits – higher than any of the previous five years). One third of visitors in this period have been to see or do something specific. This is a record high proportion. The most mentioned specific reason has been to visit *Wonderlab*. Eight out of ten visits during the first nine months have included a visit to *Wonderlab*.

The overall proportions of new, regular and lapsed visitors have not changed, nor has the proportions from Bradford MDC, further-afield or overseas. The increase in volume of visitors means we are getting more new visitors from further-afield but only in proportion to the growth in local repeat visits.

#### **1.0 Wonderlab - £1.8 mill interactive gallery**

The new gallery opened on 23 March, giving the Museum a world-class STEM based, hands-on learning experience for children aged 7-14, with their parents and teachers. Over 20 exhibits offer opportunities to manipulate, control and experience light and sound, giving visitors the chance to understand the scientific principles that underpin the Museum's collections of photography, film and television.

*Wonderlab* has a fully equipped Studio where interactive, immersive science shows are delivered. Each show includes at least one experience where the entire audience participates and visitors are encouraged to think scientifically and notice the science in their lives.

To provide additional support for schools' visits, the gallery that was once *Magic Factory* has been converted into a new area called *Makespace*. This is a simple, flexible area that will be adapted for different uses throughout the year. During term-time it is used predominantly by schools as a place to leave their coats and bags and to congregate to eat their lunches. During holiday periods *Makespace* will be used to host workshops and other activities, giving us more room during busy periods and more flexibility with what/how we work with different

groups. The Learning team are also developing ideas for some new 'tinkering' workshops for this area.

## **2.0 New STEM focus**

One of the primary strategic objectives of the partnership was to ensure the Museum realigned around the STEM agenda and created a new STEM-focused offer for schools and families in Bradford.

### **2.1 Schools**

The target for the year for Education Booked Group numbers for 2017/18 is a stretch target of 36,250 (33K last year, 31K the year before). To date the figures are:

Month (2017)	Target	Actual number of booked individuals
April	1070	1588
May	3140	3193
June	2760	3858
July	2010	3631
August	1560	1469
September	3580	1332
October	3810	3693
November	4470	6734
December	1420	2210
January (2018)	4450	2268
February	3240	
March	4740	
<b>Total</b>	<b>36250</b>	

September was below target as the date for the Soyuz launch was pushed back 2 weeks, resulting in some cancellation of school bookings. This was compensated by the very high number of school visits in November.

We have developed a strong relationship with all of the Primary Schools in the clusters BD5 and EXCEED (BD7). There are three other clusters we are beginning to work with through individual schools, with the aim to develop into full clusters. These are SHINE (BD9), the Catholic Primary schools, Keighley and BD3 clusters.

We have currently worked with 164 schools out of 212 across Bradford District. Before this partnership began we had worked with 90 schools. We continue to target those schools who have yet to engage with the Museum.

### **2.2 STEM Learning activity**

We launched with two new shows to support *Wonderlab* in March:

*Bring the Thunder*: meets national curriculum outcomes for KS2 and KS3 and gives pupils the opportunity to learn about the science of sound by creating a thunderstorm, blowing smoke rings with giant air cannons and taking part in a laser gun shoot-out!

*Light it Up*: meets national curriculum outcomes for KS2 and gives pupils the opportunity to learn about taking pictures in space and the use of fibre optics.

Two further shows aimed at a family audience were launched in June and July. These are:

*The Enchanted Wood*: aimed at a younger audience, introducing the science of light and shadows. Visitors embark on a multi-sensory, storytelling adventure about the local Bradford story of the Cottingley fairies.

*Waves of Imagination*: is aimed at an older family audience and is designed to encourage families to explore the science in our everyday lives.

To launch the Science on a Sphere exhibit, a demonstration about space has been developed: *Exo-Planets and the hunt for Future Worlds*. Hidden planets millions of light-years away from us are revealed through the power of shadows and light captured by satellites.

For February half term the Museum collaborated with *Nintendo* to deliver *Yo-Kai Watch* Half Term Takeover. *Yo-Kai Watch* is a 3DS video game and cartoon, hugely popular in Japan, and the partnership was *Nintendo*'s official launch of the game in the UK.

Throughout the week families were invited to design their own games console then attach it to a coded Makey Makey which enabled them to control *Yo-Kai* characters. Families also enjoyed building 3D *Yo-kai* characters, were given the opportunity to play the *Yo-Kai Watch* game with support from the *Nintendo* team and enjoyed a challenging trail around the Museum which encouraged families to explore the collections. Completed trails were rewarded with a free *Yo-Kai Watch* (*Nintendo* provided 10,000).

For October half term the theme of *Mission Space* aligned with the Museum hosting the Soyuz Capsule (see 4.0). Families made rockets and tested them, made model Mars Rovers, took part in an Astronaut Training Camp and completed challenges to see what it takes to be an astronaut. A new show called *Exploring Space* was developed that allowed families and schools to learn about telescopes, satellites and rockets, and what chemistry and colour can tell us about distant planets.

15 STEM Ambassadors from across Bradford underwent training to learn how to work with Space Cases. These are educational science cases developed by the European Space Agency. The ambassadors delivered these activities with schools and families for 10 weeks while the Soyuz capsule was in residence.

The Soyuz tour was sponsored by Samsung, and 1400 pupils from 7 Bradford secondary schools received outreach from the Museum team with a visit from the newly developed Samsung Space Descent Bus, including a VR experience. A further 300 pupils came to the Museum for a special Space Day, and met people working in the space industry.

#### **2.4 STEM Networking Events and other activity**

In May we hosted the STEM network meeting and STEM networking event for teachers. 72 teachers from across the district (with 5 travelling from York) attended. The next STEM Network meeting was held on 19 October, which was run as part of Inspiring Bradford Week. 70 members attended. The third meeting took place on 8 February 2018 with 74 members in attendance.

STEM Ambassadors and Museum staff also supported Inspiring Bradford Week in partnership with Bradford Pathways. The teacher engagement event on 19 October also



gave teachers the chance to learn about science careers and the support on offer across the district from STEM Ambassadors.

On 23 May we ran a Bedtime Stories event in partnership with primary schools in the BD5 cluster and with Bradford Libraries. Over 1000 parents and children attended and we are now working on how we can replicate this offer to other clusters of schools across the district.

In June we launched National Bookstart Week in Bradford in partnership with Bradford Libraries, for the second year running.

The Museum also supported the Bradford Council-led Coding Week (linked to European Coding Week) with two sessions delivered for families after school and are looking for greater involvement in 2018.

There have been several e-newsletter campaigns:

May 2017 to 3300 people, promoting the STEM network and *Wonderlab*.

July 2017 to 3344 people, announcing the forthcoming Soyuz capsule

September 2017 to 3502 people, promoting Soyuz.

January 2018 to 3686 people, promoting the new IMAX educational film *Dream Big*.

## **2.5 British Science Week**

In March 2017 the Learning team delivered an event during British Science Week in partnership with the Society of Dyers and Colourists. Four Bradford primary schools were invited to a day of events taking place in the Museum and at the Colour Experience looking at the science of light and colour. The British Science Association provided funding for some of the workshop activity and for a professional photographer to capture the day.

We are currently planning for British Science Week 2018. So far the programme includes:

Idle Primary school and Delius Special school are visiting for a KS2 school day on 9 March. The British Science Association are also supporting Delius to run additional family activities in school on 28 February to prepare for the visit.

We are planning a Year 8 Girls event in partnership with the STEM Ambassadors and WISE to deliver *People like Me*, this training is developed by WISE to engage girls into careers in science and engineering.

We are planning a further schools day on 12 March – so far Dixons March Bank, Fagley Primary, St William's RC and Parkland Primary have signed up for a full science packed day including – screening of *Dream Big*, Bio Mimicry with Zoo Lab, Meeting STEM Ambassadors working in Engineering and Wonderlab.

From 13-18 March we will offer standard Schools Days, which are already getting booked as schools are planning their activities for British Science Week.

## **3.0 Bradford Science Festival**

The Museum ran the Bradford Science Festival for the first time, launching with a Lates event on Friday 14 July, followed by a weekend of spectacular events and activities for family across three main sites: the Museum, City Park and The Broadway Shopping Centre. The ambition of the festival was to engage families and young people from Bradford, and to show the 'surprising science' in the City.

The Family Weekend programme was made up of several distinct zones, including WaterLab, BradLab, Jurassic Zone and Robot Zone, and were populated by a mixture of partners delivering hands-on science experiments and activities, and some large-scale 'wow' moments delivered by national contractors.

BradLab was entirely made up of partners from the Bradford STEM Network delivering hands on experiments. The WaterLab took place in the Mirror Pool in City Park and proved extremely popular providing a 'science of water' area for under 5s, the Gurgle Splosher (a musical machine powered by water) and YouTubers 'Kids Invent Stuff' showcasing their Bradford Science Festival invention a pedal powered shower.

Some of the 'wow' moments included Titan the robot entertaining huge crowds in City Park, dinosaurs roaming The Broadway and a Crime Scene Investigation activity throughout the Museum. A Steel Band roamed around the City Park and the Museum adding a party vibe to the Festival. At the end of each day there was a volcanic cryo explosion in the centre of mirror pool in City Park watched by at least a thousand people.

It was impossible to predict the numbers we would engage with the Festival and we were very much using this launch as an opportunity to gather some baseline figures and data. A cautious target of 8,000 people over the course of the weekend had been set. The official figures for the Festival are outstanding with **34,575 visitors** attending across the weekend.

City Park footfall was up by 30%. Broadway footfall was up 15% on the Saturday and 30% on the Sunday. 45% of visitors were from outside of Bradford district.

The festival has been fully evaluated with research conducted with festival audiences, partners and staff involved in its delivery. This included both quantitative and qualitative research (surveys, interviews and in-depth follow up telephone interviews). Some of the key findings include:

### **Audience engagement**

Bradford Science Festival was successful in attracting a large and demographically diverse audience from the City of Bradford and beyond, creating a joyful and community spirited atmosphere and engaging visitors through the variety of practical, interesting and fun activities. Level of audience satisfaction and propensity to recommend were high.

### **Learning**

The festival positioned science as 'fun' and 'inclusive', fostered a better understanding of its wide scope and practical applications, increased knowledge and stimulated interest in the subject.

### **Pride in Bradford**

The festival built a strong sense of pride in the city and was perceived to be benefiting Bradford by improving the entertainment offer locally and promoting social cohesion and a positive image for the city.

### **Partnership development**

Festival contributors were positive about their involvement with the event and were willing to continue supporting it.

#### **4.0 Soyuz TMA 19M**

The Soyuz TMA 19M capsule took British astronaut Tim Peake to the International Space Station and back on his Principia mission in 2015/6. The capsule was subsequently acquired by the Science Museum Group.

NSMM was the first venue outside of London to host the Soyuz capsule and we were delighted to welcome Tim Peake to the launch event of this national tour. Alongside the display of the Soyuz capsule we had the *Space Descent* VR Experience, which is narrated by Tim Peake and gave visitors a visceral insight into the decent.

The capsule was a huge draw. We hosted it for almost 8 weeks from 27 September to 19 November. During that period we had 108,000 visitors, compared to 66,000 for the same period the previous year (and a 5 year average of 72,000). Of the 42,000 additional visitors year-on-year, 28,000 visited in the nine days of October Half Term (we were very busy!).

Data from our exit surveys showed that during the period it was here, 83% of visitors said they knew it was here before they arrived, and 70% said it was the reason behind their visit (including 49% who said it was the main reason for their visit).

#### **5.0 Film Operation**

##### **5.1 Widescreen Weekend: 12-15 October**

This year's Widescreen Weekend film festival was a great success and delivered a 15% uplift on admissions and a 27% uplift on box office income year on year. Professor Sir Christopher Frayling was the guest curator and delivered insightful introductions to the festival's opening and closing night films; *Dunkirk* and *Lawrence of Arabia*. Other festival highlights included special guests Kevin Brownlow, Gregory Orr (grandson of Jack L Warner) and BAFTA winners Jane Petrie and Anushka Naanayakkara. The festival programme included a 'Celluloid Saturday' programme with all screenings on photochemical films.

##### **5.2 Yorkshire Games Festival: 8-12 November**

This was the second Yorkshire Games Festival, a five-day event celebrating games culture, design and production, which featured a conference programme packed with special guests, workshops, master classes; a fun-packed weekend for gamers of all ages; and a day just for schools. The festival delivered a 15% uplift in admissions, a good result for a still new festival.

The schools' day offered free activities for schools, with special events for KS2 and KS3 children to cover all elements needed to make a great game.

The conference is aimed at students and recent graduates, giving them unique chances to meet with industry professionals. Conference highlights included a Keynote from Bradford born Iki Ikram (Naughty Dog, Beyond FX), Dominic Matthews (Ninja Theory) and Louise McLennon (Frontier). Themes covered writing and composing music for games, creating a AAA sequel and 'Games for Good' including representing psychosis in videogames.

Families had the opportunity to play together during the Let's Play weekend including a huge variety of games, Minecraft workshops and the live comedy gameshow Wifi Wars. The weekend also showcases games from the thriving developer community in the region.

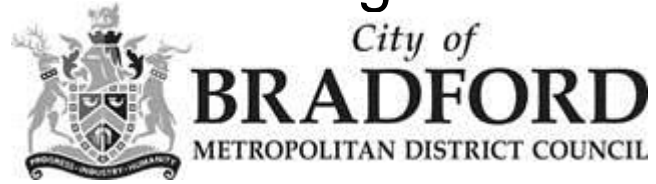
## **6.0 Conclusion**

This concludes the three-year agreement between BCMDC and NSMM. The agreed targets have been met and exceeded, with additional targets being set each year.

The support from BCMDC has enabled the museum to establish a new reputation grounded in STEM, develop a new profile in the city, re-engage with local audiences and create a solid foundation on which to continue to deliver the masterplan and future ambitions. There is now an established STEM network, support for STEM teachers and a Bradford Science Festival has been relaunched with support and momentum for future years.

The opportunity to work closely with BCMDC has also established a stronger shared understanding between the two organisations. It is a key alliance that holds significance for many of our stakeholders and potential funders.

The NSMM will continue to deliver impact across the District, as well as regionally and nationally, increasing visitors and working to embed high quality STEM learning in all activity, building a scientifically literate population and raising the aspirations of young people, inspiring the next generations of scientists and engineers.



# **Report of the Strategic Director, Children's Services to the meeting of Regeneration and Economy Overview and Scrutiny Committee to be held on 13 March 2018.**

# **AB**

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## **Subject:**

**Get Bradford Working Update**

## **Summary statement:**

This report provides an update on Get Bradford Working and provides details of the achievements realised to date and future plans.

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Michael Jameson  
Strategic Director

**Portfolio:** Education, Employment and Skills

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**Overview & Scrutiny Area:**  
Children's Services

## 1. SUMMARY

- 1.1 The implementation of Get Bradford Working (GBW), an Employment Investment Programme for the District, was initially approved at Bradford Council's Executive Committee on 22 June 2012. Further funding was also allocated to GBW in the 2013 and 2014 budgets. The development of this additional funding was approved at Bradford Council's Executive Committee on 18 June 2013 and 11<sup>th</sup> March 2014 respectively.
- 1.2 Get Bradford Working draws together key initiatives which tackle the issues and barriers facing Bradford's residents in the labour market. GBW represents in excess of £13.5 million of investment, by Bradford Council and partners including: Jobcentre Plus; Incommunities; and Leeds City Region. To provide employment opportunities by creating: jobs; apprenticeship places; a transformational curriculum for 14-19 year olds; and a range of support measures for employers and those furthest from the labour market. These measures endorse the Council's commitment and contribution to developing better skills, more good jobs and a growing economy as detailed in the District Plan, as well as building on Bradford's role as a partner within the Leeds City Region.
- 1.3 To date Get Bradford Working programmes have supported **3,093** individuals into employment.
- 1.4 The Get Bradford Working programme has delivered 7 strands:
  - SkillsHouse
  - The Employment Opportunities Fund (EOF)
  - Industrial Centres of Excellence
  - The Advanced Skills Fund
  - Routes into Work
  - The Apprenticeship Training Agency & Apprenticeship Hub
  - Step up to Business.
- 1.5 The Employment Opportunities Fund is now wholly delivered through the European Structural and Investment Fund (ESIF) funded STEP programme whereas although SkillsHouse also attracts significant funding from STEP it continues to operate as a discrete brand. The Industrial Centres of Excellence is the other strand that remains active.
- 1.6 This report provides an update on Get Bradford Working, with particular reference to STEP developments and provides details of the achievements realised to date and future plans.

## 2. BACKGROUND

This section provides further detail on SkillsHouse, EOF and ICE as the continuing strands of GBW, as well as the ESIF funded STEP programme which is the basis for much of the current GBW delivery. Appendix 1 gives details on previous strands that have now ceased. Appendix 2 sets out the demographic headlines for participants on all GBW activity to date.

### 2.1.1 **SkillsHouse**

As a result of Westfield's The Broadway development and the continued regeneration of the City Centre, significant employment opportunities for local people continue to be generated and will accelerate as Broadway Phase 2 opens later this year. In order to maximise these opportunities, SkillsHouse was established to support retail, hospitality and visitor economy businesses and to help local people find jobs.

2.1.2 SkillsHouse was launched on 1<sup>st</sup> June 2015. The priority is to engage with employers who have vacancies and support unemployed people in the district to compete for these vacancies, by upskilling them and providing them with qualifications in Retail, Hospitality and the World Host Principles of Customer Service. Individuals undertaking pre-employment training with SkillsHouse are also guaranteed an interview and additional support in order to secure employment in the district.

2.1.3 Though the core team members who work within SkillsHouse are Bradford Council staff, assessments, support and training are delivered in partnership with a range of providers across the District, including Jobcentre Plus, Aspire-igen, Bradford College, Shipley College, Skills for Work and Interserve.

2.1.4 SkillsHouse essentially operates as a 'finishing school', upskilling individuals to ensure they are ready to meet the specific needs of employers. As such the model is reliant on stakeholders referring suitable clients onto the Assessment days. SkillsHouse has run assessment days in partnership with 70 organisations.

2.1.5 Since launching, SkillsHouse has supported 1,061 unemployed individuals into work in over 110 businesses, and as a result of the adoption of the World Host principles into the programme and the number of people that have completed this we have achieved World Host status for the City Centre. We are currently working towards attaining World Host status for Saltaire (WorldHost recognition can be achieved by a business or destination when 50% of the employees in customer facing roles have completed WorldHost Training).

2.1.8 In addition to continuing the successful pre-employment training and recruitment support, SkillsHouse is undertaking work to upskill underemployed and low paid people in the local workforce having successfully piloted activity within the Council on a project funded through the Joseph Rowntree Foundation researching how to deliver inclusive growth in the economy.

2.1.9 SkillsHouse has also expanded to incorporate delivery in the Care sector, further development plans are being considered with a view SkillsHouse becoming the key agent facilitating 'hiring local' and exploring co-location of staff from other related services – such as DWP and National Careers Service.

### **The Employment Opportunities Fund**

2.2.1 The Employment Opportunities Fund (EOF) is a partnership between CBMDC, Incommunities, Jobcentre Plus and associated partners with funding from CBMDC, Incommunities, JCP and Leeds City Region as well as now the ESIF funding that has been secured.

- 2.2.2 The fund specifically targets Bradford residents who are unemployed, claiming active benefits and have been out of work for at least six months. The main aim of the fund is to provide a bridge into work for these individuals and to support them towards sustainable employment.
- 2.2.3 Since it commenced in December 2012, the EOF has supported over 969 individuals into sustained employment. The roles are within a range of sectors including horticulture, catering, ICT, community development and childcare.
- 2.2.3 An external evaluation of the programme was undertaken in 2015, which identified that 84% of Participants who leave the provision after undertaking a work placement with a local employer, do not sign back onto unemployment benefits, and that in May 2015 £12.8m of social value had been achieved from a £6.48m investment based on 812 Job Outputs and 1,337 training achievements but excluding wellbeing outcomes.

### **Industrial Centres of Excellence (ICE)**

- 2.3.1 The ICE are innovative education-industry partnerships that have been locally developed and it is an established model that are clearly demonstrating success.
- 2.3.2 ICE are discrete Centres within existing schools or colleges. The Centres have their own Management Board, led by local businesses, which has responsibility for curriculum, quality assurance and other matters pertaining to the Centre delegated from school governing bodies or college corporations.
- 2.3.3 The ICE enable partners to better identify demand for particular occupations and skills, ensuring that the curriculum, equipment and learning pathways that students experience remain relevant, therefore addressing current and future skills gaps in the sector specialism of that ICE. Over 300 businesses have engaged with the ICE programme to date, of which 40 are a Board Member of one of the Centres.
- 2.3.4 There are currently five industrial centres of excellence that are operational, the Centres of Excellence for:  
Business;  
Science and Environmental Technologies;  
The Built Environment;  
Advanced Manufacturing and Engineering; and  
Health and Social Care.
- 2.3.5 Across the five ICEs there are 2,974 students on programme of which 924 started on programme this academic year (2017-18), this is approximately 12% of the 14-18 cohort in Bradford. This means the ICE has significantly exceeded original planning targets of 1,500 students by 2017/18. There are 18 schools engaged with one of more of the ICEs along with the three Bradford Colleges and University of Bradford.



2.3.6 In terms of education outcomes there is a positive effect on retention, behaviour and attainment across the ICE programme, for example in 2017: there was a 100% success rate for the students studying Apprenticeship in Engineering; Pass rates for students following the professional technical construction pathways increased by 17%; 92% pass rate for students studying business qualification, with 62% gaining a merit or above.

### **The ESIF STEP programme**

2.4.1 The Council has been successful in leading a partnership bid to deliver ESF Local Flexibilities for the Unemployed Contract, this secures matched funding therefore maximising the remainder of the partner funding that had been allocated for SkillsHouse and the Employment Opportunities Fund within Get Bradford Working.

2.4.2 This contract is called Skills Training and Employment Pathways or STEP. STEP is voluntary for participants and will focus on delivery of a package of tailored support to address worklessness of unemployed disadvantaged individuals.

2.4.3 The provision aims to engage with the individual, identify and address barriers to work, using a range of specialist support/provision to move Participants into sustained work at the earliest opportunity.

2.4.4 The STEP programme operates across Bradford (72% of delivery) and Leeds (this element is subcontracted to Leeds City Council). STEP is worth £9.8million across the two areas (including match).

2.4.5 In addition to the SkillsHouse and EOF elements, the programmes incorporates specialist support services for the following groups:

- Disabilities and Mental Ill-Health
- BAME and ESOL
- Drug and Alcohol Dependency
- Over 50s

2.4.5 In total the STEP programme will support:

- Over 5000 individuals with job search and employability;
- Over 1500 individuals into employment; and
- Over 700 individuals will sustain employment at 6 months.

2.4.6 Despite delays in the contracting process by the managing agent (DWP), starts on the STEP programme are broadly on target and recruitment has been particularly successful with certain demographics. Enrolments from participants over 50, ethnic minority backgrounds (and in particular females from these backgrounds) and long-term unemployed (especially males) have all exceeded the original profiles for these groups.

2.4.7 STEP is a three year contract and is due to run until December 2019.

### **3 OTHER CONSIDERATIONS**

- 3.1 Officers continue work with Leeds City Region and West Yorkshire Combined Authority colleagues to ensure we can benefit from and secure European and other funding streams as and when these may become available, and to use the learning from Get Bradford Working to inform future programme design and delivery in Bradford.
- 3.2 The Council is working with the Local Government Association to promote GBW as a positive example of local leadership and programme design in employment and skills.

### **4 FINANCIAL & RESOURCE APPRAISAL**

As above, GBW secured funding from reserves which has enabled us to secure partner contributions, as well as Leeds City Region, DWP and ESIF funding.

### **5 RISK MANAGEMENT AND GOVERNANCE ISSUES**

Risks associated with this report are primarily reputational should programmes be unsuccessful. This risk will be mitigated by stringent contract monitoring procedures, undertaken by the Education, Employment and Skills Team.

### **6 LEGAL APPRAISAL**

No legal issues.

### **7 OTHER IMPLICATIONS**

#### **7.1 EQUALITY & DIVERSITY**

None.

#### **7.2 SUSTAINABILITY IMPLICATIONS**

None.

#### **7.3 GREENHOUSE GAS EMISSIONS IMPACTS**

None.

#### **7.4 COMMUNITY SAFETY IMPLICATIONS**

None.

#### **7.5 HUMAN RIGHTS ACT**

None.

#### **7.6 TRADE UNION**

None.

## **7.7 NOT FOR PUBLICATION DOCUMENTS**

None.

## **8. OPTIONS**

None.

## **9. RECOMMENDATIONS**

- That the Committee note the content of this report and welcome the continued success of Get Bradford Working in providing access to employment opportunities for those living within Bradford and the District.
- That the Committee commend the work of our partners in delivering Get Bradford Working.
- That the members of the Committee promote Get Bradford Working and STEP within their networks.

## **10. APPENDICES**

**Appendix 1:** Previous Get Bradford Working strands

**Appendix 2:** Get Bradford Working Demographic Data

## **11. BACKGROUND DOCUMENTS**

None.

## **Appendix 1 – Previous GBW strands**

### **Routes into Work**

Routes into Work (RIW) was a commissioned fund that sought to meet the gaps in the Employment and Skills provision in the District that were identified in the Employment and Skills Strategy and offer additionality to National and Regional Programmes. RIW contracts targeted those furthest away from the labour market such as individuals with a disability, mental ill-health and drug and alcohol dependency.

In total 509 individuals were supported into employment through RIW programmes.

### **Bradford Apprenticeship Training Agency (ATA) & Apprenticeship Hub**

As a response to the allocation of £4.6 million funding awarded to the Leeds City Region (LCR) as part of the Cities Deal “Skills Ask”, the Department of Business Innovation and Skills (BIS) approved the proposal to establish an ATA and Apprenticeship Hub within Bradford. The funding allocated to Bradford was £958,128.

The Apprenticeship Training Agency acts as a recruitment agency and seeks out organisations to employ apprentices on an agency basis, thereby helping them to minimise the risk associated with employing staff more permanently. The model provides the opportunity to grow apprenticeships in businesses to help develop their workforce and also to reduce youth unemployment at a faster pace than planned.

The main aim of the Apprenticeship Hub is to raise the profile of apprenticeships and increase take up of Apprenticeship provision across the District.

The original City Deal contract ended on 31<sup>st</sup> March 2016, at which time the Hub and ATA had supported 541 young people to commence apprenticeship within SMEs. The successor contract to the Hub was let to Interserve and is due to finish in March 2018, officers are working within the WYCA framework to influence the next iteration of this provision to ensure it better meets Bradford’s needs.

### **Advanced Skills Fund**

The Advanced Skills Fund provided support to businesses in key growth sectors to enable them to recruit skilled staff. It works to strengthen Bradford’s economy by providing the advanced skills Bradford’s businesses need, opening up employment opportunities for Bradford’s residents.

A case study is Borg Warner; a Bradford based engineering company who were successful in securing a multi-million pound contract with Jaguar-Land Rover to manufacture turbo chargers for their new engines. Borg Warner made a commitment to ensure that this contract secures 100 jobs for Bradford residents when accessing support from the Advanced Skills Fund to expand and upskill their workforce.

The legacy is that two of the ICEs Centre of Excellence for Business and the Centre of Excellence for Environmental Technologies are engaged in developing higher education provision, higher level Apprenticeship and other advanced pathways using links with some of the lead partners from the Advanced Skills the programme.

### **Step up to Business**

The Step up to Business project engaged with 16-24 year olds who were working in the shadow economy, its aim was to support them to establish legitimate business enterprises. The programme commenced in November 2013 and ended in March 2015. The project outcomes are provided below.

#### **Project Outcomes: Supporting Bradford's Young Entrepreneurs**

- 23 young entrepreneurs progressed in their business activities;
- 50 young people attended 'how to start your own business' workshops
- 18 young people received training on presentation skills
- 13 young people won awards for their ideas or business activity

#### **Project Outcomes: Building Capacity across Bradford's Youth Professionals**

- 101 youth practitioners (from 14 different organisations) received training in supporting young people in basic business 'start up'.

## Appendix 2: Get Bradford Working Demographic Data

<b>GENDER</b>	<b>Number</b>	<b>%age</b>
Male	1554	50.3%
Female	1536	49.7%
<b>Total</b>	<b>3,092</b>	<b>100%</b>

<b>ETHNICITY</b>	<b>Number</b>	<b>%age</b>
White British	1940	62.7%
Mixed	86	2.8%
Indian	55	1.8%
Pakistani	718	23.2%
Bangladeshi	42	1.4%
White Other	87	2.8%
Black	62	2.0%
Black Other	11	0.4%
Asian Other	31	1.0%
Not Provided	60	1.9%
<b>Total</b>	<b>3,092</b>	<b>100%</b>

<b>DISABILITY</b>	<b>Number</b>	<b>%age</b>
No Disability	2803	90.7%
Multiple Disabilities	8	0.3%
Physical Disability	83	2.7%
Mental Ill Health	60	1.9%
Learning Difficulty	46	1.5%
UnSpecified Disability	52	1.6%
Not Provided	40	1.3%
<b>Total</b>	<b>3,092</b>	<b>100%</b>

<b>AGE BAND</b>	<b>Number</b>	<b>%age</b>
16 - 18	154	5.0%
19 - 24	1663	53.8%
25 - 49	812	26.3%
50 Plus	296	9.6%
Not Provided	167	5.4%
<b>Total</b>	<b>3,092</b>	<b>100%</b>

<b>CONSTITUENCY</b>	<b>Number</b>	<b>%age</b>
Bradford East	728	23.5%
Bradford South	524	16.9%
Bradford West	811	26.2%
Keighley	373	12.1%
Shipley	407	13.2%
Not Known	249	8.1%
<b>Total</b>	<b>3,092</b>	<b>100%</b>



## **Report of the Strategic Director, Children's Services to the meeting of Regeneration and Economy Overview and Scrutiny Committee to be held on 13 March 2018**

# AC

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### **Subject:**

**Skills for Work Update**

### **Summary statement:**

This report provides an overview of Skills for Work relating to Government funded Employment Support Programmes, Apprenticeships, Adult Education Budget provision delivered through Skills training, Community and Family learning.

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Michael Jameson  
Strategic Director

**Portfolio: Education Employment & Skills**

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**Overview & Scrutiny Area:**  
Children's Services

## **1. SUMMARY**

1.1 Skills for Work (SFW) provision contribute to the Council's commitment to both develop better skills, more good jobs and a growing economy and a great start and good schools for all our children as detailed in the District Plan.

1.2 Skills for Work currently deliver against 6 contracts:

### **ESFA**

- Adult Education Budget
  - Family and Community Learning
  - Adult Skills Provision
- Adult Apprenticeships
- 16-18 Apprenticeships

### **DWP**

- Work Choice – subcontract to Pluss
- Work Programme- subcontract to Ingeus
- Work Programme – subcontract to Interserve

1.3 This report provides a summary of the activity undertaken by Skills for Work operating as a fully traded service to meet the learning and employment needs of those at most disadvantage in the District. The delivery model enables Skills for Work to provide learning opportunities for parents, families and unemployed adults in addition to supporting the creation of apprenticeships across the District by providing successful skills and qualifications training matched to local need facilitating a clear pathway into further learning and employment.

1.4 The service contributes significantly to council and local priorities through its role in delivering provision to adults and young people with significant barriers to learning and/or employment. SFW are within scope of the Ofsted common inspection framework and were inspected in December 2017. The inspection team found the provision to have maintained their rating of Good awarded at the previous inspection in March 2014.

## **2. Background**

2.1 The Council has a long tradition of supporting central government funded employment & skills programmes. Skills for Work assist those with multiple barriers which are furthest from the workplace to develop skills and gain qualifications to move into employment or onto further training or apprenticeship

### **2.2 Work Programme**

The Work Programme is a Department of Work and Pensions (DWP) funded provision for people that are unemployed and claiming benefits. The aim of the programme is to help customers gain sustained employment. The programme has been in operation since June 2011 and is currently in the wind down phase. New referrals ceased in March 2017 and programme activity is due to end in March 2019.



## **2.3 Work Choice**

Work Choice is also funded by DWP and is a voluntary employment programme that provides support to people with disabilities and health conditions facing complex barriers to getting and keeping a job. The programme has been in operation since October 2010 this contract is in the final extension phase, new referrals ceased in December 2017 and programme activity is due end in June 2018.

**2.3.1** Both Work Choice and Work Programme have been replaced by the DWP Work and Health Programme, Skills for Work is not involved in the delivery of this replacement programme.

## **2.4 Apprenticeships**

SFW are the preferred training provider for apprenticeships within Bradford Council and contribute to the Council's required target for employing apprentices. Apprenticeships are offered in one of the following vocational areas: Management, Business Administration, Customer service, Team leader and Public Service Operational Delivery Officer. Working with the Learning and Development Academy, SFW support council apprentices to gain valuable skills and qualifications including maths and English through individual learning plans and dedicated assessment officers.

## **2.5 Adult Community Learning**

A range of accredited courses are delivered in Functional English, Functional Maths, ESOL and ICT by a skilled and experienced peripatetic tutor team in community based venues and schools across the district. Additionally qualifications in a range of vocational and employability skills are including first aid and customer service are delivered to Work Programme and Work Choice participants to aid their search for work.

## **2.6 Family Learning**

Workshops and short courses are designed and delivered to meet the needs of parents and carers many of which include joint learning session with their children. The programme is delivered in schools and community settings such as Childrens Centres and voluntary organisations across the District and supports families to learn how to support their children in school including keeping up with the children in maths and English and Family Talk and Family Language which help parents to understand what goes on in school and have the language skills to participate in communication about their child from schools and other agencies.

# **3 DELIVERY ACTIVITY**

## **3.1 Family Learning Festival**

A wide range of learning activity across the District is provided through Skills for Work including an annual Family Learning Festival which takes place in October in conjunction with a range of local partners including libraries and museums continuing a long standing partnership with the National Science and Media Museum. The festival is designed to encourage all members of the family to learn as a collective group and to act as a recruitment device for Skills for Work and all delivery partners. In Oct 2017 over 500 people took part.

## **3.2 Individual Advice and Guidance – Matrix Standard**

Skills for Work continue to provide high levels of advice and guidance to learners and apprentices and are accredited to the Matrix Standard. Accreditation was re-assessed in

2017 and the service was highly praised for their guidance provision with individual support within classroom and for apprentice inductions. As result of this strong assessment Skills for Work were nominated for a national guidance award.

### **3.3 Disability Confident**

Skills for Work have been awarded Disability Confident at level 2, an award which underpins access and support for those with disabilities to ensure that all Skills for Work promote and support services which help to remove barriers to disabled people and those with long-term health conditions ensuring opportunities to fulfil their potential and realise their aspirations.

### **3.4 Ofsted Inspection December 2017.**

Skills for Work were inspected by Ofsted in December 2017 under the short-notice inspection regime. Inspectors judged Skills for Work to have maintained their Good rating awarded in March 2014. Inspectors noted the well-established and clear vision of managers and leaders and the contribution to wider council priorities. Inspectors recognised the strong ethos of supporting those from the most disadvantaged backgrounds with Skills for Work creating an inclusive and welcoming environment for learners and Tutors modelling appropriate attitudes and behaviours well, encouraging learners to consider how they can contribute further to community life in the District. Inspectors praised the strong performance management processes which enable swift improvement actions and ensure provision meets learners needs which enables high achievement rates and pathways for next steps in many cases to higher level or accredited courses. Safeguarding continues to be effective with a well-planned training programme for staff to maintain expertise in this area.

**3.4.1** Skills for Work main focus is to move toward being outstanding. Quality improvement plans are in place to support and develop for staff to ensure outstanding teaching learning and assessment becomes the norm through rigorous quality monitoring and performance management. Skills for Work aim to increase number of apprentices on programme to contribute to Council recruitment targets expand into growth areas in particular teaching assistants' apprenticeships with the aim to become the second biggest apprentice training provider in the District within three years.

## **4 OTHER CONSIDERATIONS**

None

## **5 FINANCIAL & RESOURCE APPRAISAL**

**5.1** Skills for Work is a fully traded service. Current funding levels for community and family learning are received as a direct grant from ESFA subject to success and achievement rates and eligible spending criteria to support learner needs. Apprenticeship funding is received from levy payments within Bradford Council and local employers.

## **6 RISK MANAGEMENT AND GOVERNANCE ISSUES**

**6.1** Risks associated with the delivery of Skills for Work programmes are the final phase of DWP contracts and associated costs. Plans are in place to manage this process. Risk to contract delivery and outputs on ESFA provision including apprenticeships is mitigated by stringent contract monitoring procedures undertaken within the Skills for Work team.

## **7 LEGAL APPRAISAL**

No legal issues.

## **8 OTHER IMPLICATIONS**

None

### **8.1 EQUALITY & DIVERSITY**

None

### **8.2 SUSTAINABILITY IMPLICATIONS**

None

### **8.3 GREENHOUSE GAS EMISSIONS IMPACTS**

None

### **8.4 COMMUNITY SAFETY IMPLICATIONS**

None

### **8.5 HUMAN RIGHTS ACT**

None

### **8.6 TRADE UNION**

None

### **8.7 NOT FOR PUBLICATION DOCUMENTS**

None

## **9. RECOMMENDATIONS**

**9.1** That members note the content of this report and welcome the continued success of Skills for Work and its delivery of learning and apprenticeships across the District

## **10. APPENDICES**

Appendix 1: Ofsted Report

Appendix 2: Job starts data

Appendix 3: Destination Data

Appendix 4: ESFA performance data

## **11. BACKGROUND DOCUMENTS**

None

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16 January 2018

Ms Judith Kirk  
Deputy Director Education, Employment and Skills  
City of Bradford Metropolitan District Council  
Appleton House  
130 Barkerend Road  
Bradford  
BD3 9BD

Dear Ms Kirk

### **Short inspection of City Of Bradford Metropolitan District Council, Skills for Work**

Following the short inspection on 6 and 7 December 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The inspection was the first short inspection carried out since the provider was judged to be good in March 2014.

#### **This provider continues to be good.**

You, other leaders and managers with responsibility for the council's skills for work (SFW) provision have established a well-articulated vision and a clear strategy which clarify how the service will contribute to two of the six strategic priorities in the Bradford Council Plan. You have maintained the strengths identified at the previous inspection and made good progress in addressing areas for improvement.

Leaders have ensured that community education provision is delivered in the areas of the city where residents can benefit from it the most. Learners from these communities who follow family learning programmes gain valuable skills. They increase in confidence to help their children to prepare for, and participate in, their education in local schools. Many of these learners, who very often have not participated in education or training for considerable lengths of time, progress onto accredited courses as a result of their positive experiences on family learning courses.

Leaders promote accredited courses well in English, mathematics and English for speakers of other languages (ESOL) to Bradford residents who lack the skills and confidence to find work and engage in community life. A high proportion of those who undertake courses achieve qualifications. In addition, they gain valuable skills that increase their chances of obtaining work or progressing onto further education and training programmes with other learning providers in the city.

The service provides carefully planned apprenticeships that align with and meet the skills development needs of local employers. This enables residents of all ages to gain the skills and qualifications that they need to improve their career prospects. The SFW service works closely with other education and training providers in Bradford to ensure that apprenticeship provision across the city meets the priorities of businesses and the local enterprise partnership.

### **Safeguarding is effective.**

Leaders and managers have ensured that safeguarding arrangements are fit for purpose and that action is taken to safeguard all learners. The SFW manager has undergone appropriate designated safeguarding lead training, and she ensures the clear communication of safeguarding policies and procedures to staff and learners.

All staff have undergone mandatory child protection, safeguarding and 'Prevent' duty training. In addition, many take up the wide-ranging opportunities available in the SFW service and across the council to improve their awareness about current safeguarding and counter-terrorism issues. Recent training has covered subjects such as forced marriage, modern slavery and female genital mutilation. As a result of this extensive training, staff increase their skills and confidence to discuss safeguarding issues in lessons. This ensures that learners improve their awareness about how to keep themselves safe. Tutors and assessors successfully ensure that safeguarding has a high priority in learning activities, with a strong focus on online safety.

Staff use their knowledge and understanding of safeguarding well to identify the small number of concerns that arise and use the clear and well-publicised procedures that are in place to report these. Logs of safeguarding incidents, which are held securely by managers, record actions taken, including where referrals have been made to other specialists such as social workers.

### **Inspection findings**

- Leaders and managers maintain an effective oversight of the quality of provision. They use feedback from employers and learners effectively to inform their evaluation about the impact of the provision. Leaders and managers take swift action to bring about improvements when these are identified. For example, when leaders recognised that aspects of the delivery of apprenticeships in health and social care were weak, they ensured that underperformance by staff in the team was dealt with swiftly. Through their good links with partners, leaders have identified that other providers in the city are better placed to deliver health and social care apprenticeships. Consequently, the service has not recruited new apprentices in this vocational area since May 2017. Leaders and managers have evaluated accurately the reasons for the slight decline in adult learning achievement rates in the previous year. They rightly recognised that rather than a decline in the quality of provision, this was the result of ceasing the delivery of short qualifications and encouraging more learners to take more demanding full functional skills qualifications. Achievement rates on function skills qualifications remain high and above the average for similar providers.

- Senior leaders within the council maintain a good oversight of the performance of the SFW service and provide good support and challenge to leaders. The deputy director ensures that the elected member with portfolio responsibility for employment and skills is briefed on key aspects of the service's work. However, although plans are in place to establish a clear reporting and accountability framework for formal governance of the service, to be introduced early in 2018, elected members do not currently maintain a sufficiently comprehensive oversight of the performance of the service or scrutinise the outcomes it achieves.
- Leaders and managers use performance management arrangements, including observations of teaching, learning and assessment, well to help staff to improve their practice. These arrangements are effective in sustaining the service's good quality of provision. Reviews of staff performance are comprehensive and targets agreed with staff are appropriately developmental. Managers provide tutors and assessors with high levels of support, including expert mentoring. Staff appreciate and are motivated well by the opportunities that they have to undertake training to support them in their role. These include enabling new staff to take teaching qualifications.
- Tutors on family learning programmes use very effective learning diaries to record initial assessment outcomes and set clear targets for learners. In addition to learning targets, tutors set learners appropriate personal development targets, such as listening carefully to instructions and asking more questions if clarification is required. Tutors provide learners with clear and helpful feedback on work that they complete, which ensures that learners know what they need to do to improve their work. Tutors record accurately the progress that learners make towards achieving their targets. Learners refer to their targets and the feedback that they receive frequently. This helps them to keep track of how well they are progressing and what they need to do further to achieve their learning goals.
- In 2016/17, the proportion of apprentices who completed their programmes within the planned timescales decreased, although it remained above the average for similar providers. The decline was mainly due to the slow progress made by apprentices following health and social care programmes. As a result of improvements that managers have made to the organisation and delivery of these programmes, the proportion of apprentices that now make good progress has increased. For example, managers identified that the slow completion of functional skills qualifications was a significant factor contributing to too many apprentices not completing within planned timescales. As a result, managers now ensure that functional skills are delivered early in apprentices' programmes. Assessors now monitor apprentices' progress very carefully and take early action to support those who are at risk of falling behind. Managers recognise that it is a priority for them to ensure that the proportion of apprentices who complete within the planned timescale continues to increase.
- Managers and tutors provide adults with helpful information, advice and guidance both before they enrol onto courses and during their learning activities. This enables learners to make appropriate choices about their learning and the qualifications that they should take to support them to progress to their next

steps in learning and employment. As a result of participating in English, mathematics and ESOL courses, adult learners are successful in developing the skills, behaviours and attitudes that they need to succeed in achieving qualifications, progress to further learning at a higher level, find employment or engage in volunteering in the community. Through their learning, adults become more independent and increase in confidence to support their families and participate in society. However, managers do not collect and analyse quickly enough information about the learning activities that adult learners move on to with other providers, or the employment that they obtain. This impedes their ability to evaluate thoroughly whether the provision is meeting effectively the needs of all the adults who use the service.

- Leaders, managers and staff promote British values very effectively across the service. Consequently, learners and staff exemplify these values by treating each another with respect and tolerance. Staff create an inclusive and welcoming environment for learners in the diverse venues where learning is delivered. Tutors model appropriate attitudes and behaviours well, and encourage learners to consider how they can contribute further to community life. Learners work collaboratively and support each other well. They take turns to make contributions in lessons and respect each other's points of view.

### **Next steps for the provider**

Leaders and those responsible for governance should ensure that:

- the plans that have been proposed to establish a reporting and accountability framework for governance of the service are implemented without delay
- the changes that they have made to the management and delivery of apprenticeships result in a significantly higher proportion of apprentices who complete within planned timescales
- the service collects comprehensive and timely information about the next steps in education, training and employment that adults move on to so that they can evaluate thoroughly whether the provision is meeting effectively the needs of all adults who use the service, and make any necessary changes.

I am copying this letter to the Education and Skills Funding Agency. This letter will be published on the Ofsted website.

Yours sincerely

Malcolm Fraser  
**Her Majesty's Inspector**

### **Information about the inspection**

Two of Her Majesty's Inspectors and one Ofsted Inspector were assisted by the skills for work manager. We met with leaders of the SFW service and senior leaders

within City of Bradford Metropolitan District Council. We observed lessons and assessments taking place. We held meetings with, or spoke to, managers, tutors, assessors, learners and apprentices. We scrutinised learners' work and assessment records. We scrutinised key documents relating to the provider's strategy and implementation plans, self-assessment and improvement planning and safeguarding. We considered the views of learners through discussions during learning sessions and through the responses received through Ofsted's online questionnaire.



## Appendix 2 Job Starts

### Work Programme Demographic Data Interserve Learning and Employment

SfW ILE Bradford

<b>GENDER</b>	<b>Number</b>	<b>%age</b>
Male	874	67.39%
Female	423	32.61%
Not known	0	0.00%
<b>Total</b>	<b>1,297</b>	<b>100%</b>

<b>ETHNICITY</b>	<b>Number</b>	<b>%age</b>
White British	697	53.74%
White Irish	3	0.23%
White Other	90	6.94%
Asian	0	0.00%
Bangladeshi	17	1.31%
Black African	17	1.31%
Black British	0	0.00%
Black Caribbean	17	1.31%
Black Other	8	0.62%
Indian	27	2.08%
Other Asian	31	2.39%
Other Ethnic Group	4	0.31%
Other Mixed	40	3.08%
Other White	0	0.00%
Pakistani	279	21.51%
White and Asian	9	0.69%
Not known	33	2.54%
Prefer not to say	25	1.93%
<b>Total</b>	<b>1,297</b>	<b>100%</b>

<b>DISABILITY</b>	<b>Number</b>	<b>%age</b>
Disabled	159	12.26%
Not Disabled	1123	86.58%
Not known	15	1.16%
<b>Total</b>	<b>1,297</b>	<b>100%</b>

<b>AGE BAND</b>	<b>Number</b>	<b>%age</b>
18 – 24	529	40.79%
25 – 34	358	27.60%
35 – 50	314	24.21%
51+	95	7.32%
No DOB	1	0.08%
<b>Total</b>	<b>1,297</b>	<b>100%</b>

## Work Programme Demographic Data

### Ingeus

<b>GENDER</b>	<b>Number</b>	<b>%age</b>
Male	284	41.95%
Female	160	23.63%
Not known	233	34.42%
<b>Total</b>	<b>677</b>	<b>100%</b>

<b>ETHNICITY</b>	<b>Number</b>	<b>%age</b>
White British	475	70.16%
White Irish	1	0.15%
Asian	2	0.30%
Bangladeshi	19	2.81%
Black African	2	0.30%
Black British	1	0.15%
Black Caribbea	0	0.00%
Black Other	1	0.15%
Indian	2	0.30%
Other Asian	15	2.22%
Other Ethnic Group	8	1.18%
Other Mixed	5	0.74%
Other White	33	4.87%
Pakistani	101	14.92%
White and Asian	4	0.59%
White and Black Caribbean	2	0.30%
Prefer not to say	6	0.89%
<b>Total</b>	<b>677</b>	<b>100%</b>

<b>DISABILITY</b>	<b>Number</b>	<b>%age</b>
Disabled	145	21.42%
Not Disabled	532	78.58%
<b>Total</b>	<b>677</b>	<b>100%</b>

<b>AGE BAND</b>	<b>Number</b>	<b>%age</b>
18 – 24	255	37.67%
25 – 34	179	26.44%
35 – 44	119	17.58%
45 – 54	92	13.59%
55+	32	4.73%
<b>Total</b>	<b>677</b>	<b>100%</b>

### Appendix 3

#### 2016-17 Accredited Learning Outcome Tracking and Leaver Destination Data Summary

<b>Outcome</b>	<b>Destination</b>	<b>No</b>	<b>%</b>
<b>Employment</b>		<b>120</b>	<b>17.6%</b>
	<i>16+ hours pw</i>	75	11.0%
	<i>Less than 16 hours pw</i>	32	4.7%
	<i>Self employed 16+ hours pw</i>	7	1.0%
	<i>Self-employed Less 16 hours pw</i>	6	0.9%
<b>Education</b>		<b>204</b>	<b>29.9%</b>
	<i>FE Full time</i>	4	0.6%
	<i>FE Part time</i>	198	29.0%
	<i>HE</i>	1	0.1%
	<i>Apprenticeship</i>	1	0.1%
<b>Voluntary Work</b>		<b>31</b>	<b>4.5%</b>
<b>Other</b>		<b>49</b>	<b>7.2%</b>
	<i>Unable to contact</i>	12	1.8%
	<i>Not known</i>	29	4.3%
	<i>Other</i>	8	1.2%
<b>Unemployed</b>		<b>278</b>	<b>40.8%</b>
	<i>Not looking for work</i>	106	15.5%
	<i>Looking for work</i>	172	25.2%

<b>TOTAL LEAVERS</b>		<b>682</b>
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## Skills for Work ESFA Performance

Current Ofsted Grade at December 2017 = Grade 2 (GOOD)

Indicators	2015/16	National Bench-mark	2016/17	
<b>Performance:</b>				
<b>Education &amp; Training</b>				
Achievement	90.7%	85.9% - 15/16	81.0%	
Retention	95.0%	91.9% - 15/16	87.3%	
<b>Apprenticeships</b>				
Achievement	71.6%	67.0% - 15/16	72.5%	
Timely Achievement	69.1%	58.7% - 15/16	66.7%	
<b>Community Learning</b>				
Achievement	79.3%		89%	
Retention	85.1%		95%	
<b>FE Choices Satisfaction Surveys</b>	<b>2015/16</b>		<b>2016/17</b>	
Learner Satisfaction	92%		97%	
Employer Satisfaction	89%		97%	
<b>Student Numbers</b>	<b>2015/16</b>		<b>2016/17</b>	<b>2017/18 (Feb)</b>
Community Learning				
<i>Learners</i>	1417		690	396
<i>Enrolments</i>	1809		917	416
Skills Learners total		483		387
<i>Education &amp; Training</i>		280		240
<i>Apprenticeships</i>		203		147
Levy & Non-Levy Apprenticeships		-	Introduced 2017	5
				37
<b>Gender</b>				
Education & Training				
<i>Split Achievement</i>	M - 18% / F - 83% M - 91% / F - 90%		M - 6% / F - 94% M - 86% / F - 81%	
Apprenticeships				
<i>Split Achievement</i>	M - 30% / F - 70% M - 71% / F - 72%		M - 30% / F - 70% M - 71% / F - 71%	
Community Learning				
<i>Split Achievement</i>	M - 11% / F - 89% M - 79% / F - 79%		M - 3% / F - 97% M - 87% / F - 89%	
<b>Ethnicity</b>				
Education & Training				
<i>Split Achievement</i>	WB - 31% / BAME - 69% WB - 94% / BAME - 89%		WB - 31% / BAME - 69% WB - 81% / BAME - 81%	
Apprenticeships				
<i>Split Achievement</i>	WB - 75% / BAME - 25% WB - 70% / BAME - 77%		WB - 57% / BAME - 43% WB - 80% / BAME - 60%	
Community Learning				
<i>Split Achievement</i>	WB - 22% / BAME - 74% WB - 88% / BAME - 77%		WB - 18% / BAME - 82% WB - 89% / BAME - 90%	



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